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ABSTRACT

In this memo the graduate faculty of the University of Washington records the approval by the Graduate School of the policy that the Doctor of Arts (D.A.) degree may be offered by the faculty in specifically authorized graduate units at the university and sets forth the general characteristics expected in graduate programs which may be offered leading to this degree. The D.A. is expected to be offered primarily in the disciplines of the arts, humanities, letters and sciences where programs oriented toward the practice of college teaching are needed, and in rigor it is to equal the Ph.D., the Ed.D. and other advanced degrees. A program leading to the D.A. degree is expected to contain the following elements: (1) broad knowledge in the main field chosen, and comprehensive background of the field and its interconnections with related areas; (2) development of the capacity and habit of reading, understanding, and interpreting results of new research and pedagogical developments, and of the ability to apply this; (3) achievement of adequate knowledge of the philosophy of education and the psychology of learning; (4) an independent investigation of an area in the subject matter field leading to a dissertation; and (5) a college teaching internship. (AF)

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UNIVERSITY OF WASHINGTON
The Graduate School

GRADUATE SCHOOL MEMORANDUM NO. 27
(1 July 1969)

To: Members of the Graduate Faculty

Subject: PREPARATION OF UNDERGRADUATE AND COMMUNITY COLLEGE TEACHERS

Dear Colleagues:

For some who look forward to a career of professional practice in undergraduate or community college teaching in one of the disciplines of the arts, humanities, letters and sciences, and desire to carry their preparation beyond the master's degree (see Graduate School Memorandum No. 22), further study leading to the degree of Doctor of Arts (D.A.) may be appropriate.

Recently the Council of Graduate Schools in the United States has declared as a matter of policy that:

> "Preparation at the doctoral level for a career in the practice of undergraduate college teaching, ordinarily in one of the fields of the humanities or the social sciences or the natural science, may be recognized by the award of the degree of Doctor of Arts."

Thus this memorandum is written to record approval by the Graduate School of the University of Washington of the policy that this degree may be offered by the faculty in specifically authorized graduate units at this University, and to set forth the general characteristics expected in graduate programs which may be offered leading to this degree.

Representatives of a number of departments at the University, as well as of undergraduate and community colleges, believe that the research-oriented program leading to the Doctor of Philosophy degree does not necessarily provide the best kind of preparation, beyond the master's level, for undergraduate and community college teaching. In some instances, undergraduate and graduate students have explicitly articulated a desire for programs oriented toward the practice of teaching rather than for Ph.D. programs. In other cases, teachers in community and undergraduate colleges, and even in secondary schools, who have already attained master's degrees have expressed the desire to continue to advance their subject matter training in a coherent organized way that might lead to recognition by an appropriate advanced degree other than the research-oriented Ph.D. Finally, as the content and sophistication of elementary and secondary school curricula improves, there is a distinct need - which already may be close to critical in some subject matter areas - raise the knowledge and competence of teachers in undergraduate colleges to beyond the master's level.

Thus it seems appropriate for the University now to create a new opportunity for recognition of achievement in advanced preparation for college teaching. The D.A. program is expected to be of such rigor that the D.A. will take its place among other respected doctoral degrees, e.g. the Ph.D., Ed.D., D.B.A., D.M.A., M.D., D.D.S., and J.D.

The D.A. is expected to be offered primarily in the disciplines of the arts, humanitites, letters and sciences, where programs oriented toward the practice of college teaching are needed. In a manner similar to other practice-oriented

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programs leading to such degrees as Doctor of Education and the Doctor of Musical Arts, it will complement the research-oriented Doctor of Philosophy programs offered by the faculty in the same graduate unit of the University.

Admission into a D.A program may be appropriate after completion of a master's degree (M.A., M S., M.A.T.) or other similar preparation.

It is anticipated that an appropriate program leading to the Doctor of Arts degree usually will contain the following elements:

(1) Broad knowledge in the main field chosen by the student, and comprehensive background of the field and its interconnections with related areas which are pertinent for good teaching performance on the college level, and, for example:

(a) in foreign language and/or literature fields, the student might be guided into development of a broad knowledge of the literature, political and intellectual history, art, culture, and philosophy of his chosen language area. This knowledge might span a wider time scale and require a greater breadth of reading than would normally be required of a Ph.D. student who wished to specialize himself to the point of having the competence to produce original research in some aspect of philology or in the literature of a particular historical period;

(b) in mathematics or in a science field, the D.A. program might be designed to give the student the capacity to step into an undergraduate classroom and, with a sense of competence and security, teach any of a rather wide spectrum of vertically sequenced courses to which he might be assigned. In physics, for example, this spectrum might run from classical mechanics and electromagnetism, through wave phenomena thermodynamics, statistical physics, atomic and nuclear physics, to quantum mechanics and relativity. In mathematics, the spectrum might run from analysis through number theory, geometry, statistics and linear algebras. In scientific areas, the D.A. student might furthermore, be required to cultivate an articulate awareness and competence in aspects of history and philosophy of a science that can be infused directly into science and mathematics courses (particularly at introductory levels) so as to enrich these courses and make them far more powerful instruments than they are now for the attainment of liberal education objectives;

(2) Development of the capacity and habit of reading and understanding and interpreting results of new research and pedagogical developments appearing in the literature of the field;

(3) Development of the ability to apply new significant research and pedagogical developments in the field for the benefit of college teaching;

(4) Achievement of adequate knowledge of the philosophy of education and the psychology of learning;

(5) An independent investigation of an area in the subject matter field, leading to a suitably written dissertation. Such an investigation might take the form of research on pedagogical problems, a contribution to the teaching of the subject matter, or the synthesis of scattered materials that might have potential in college teaching but have not yet been reviewed, digested, and made intelligible and useful in these areas of instruction;

(6) An internship which comprises college teaching for a substantial period of time such as one year, under the supervision of an experienced senior teacher in the subject matter field.

The detailed nature of the program leading to the D.A. degree is a matter for definition by the faculty in the graduate unit which elects to propose the program and a proposal requesting authority to offer the degree should include a quite specific description of how the above criteria will be met.

In most fields, the D.A. and the Ph.D. programs will be quite different in structure, emphasis and orientation. In certain fields, however, the course of study in a D.A. program may be similar to that for the Ph.D up to the Candidate level, and, thereafter, the principal divergence may occur by virture of the nature of the dissertation and the requirement of the teaching internship. In any case, as early as possible in the student's academic program, but no later than the time of the General Examination, the graduate student, after receiving the approval of his Supervisory Committee, must report in writing to the Dean of the Graduate School, his decision to proceed to complete the D.A. degree. This decision is taken to be final. When the General Examinations for the D.A. degree are completed, the Certificate of Arts is awarded.

The policies and procedures set forth in this memorandum will be reviewed no later than 1974 and will be revised as appropriate in accordance with the experience gained by that time.

Faculties desiring to request authority to offer programs leading to the Doctor of Arts degree should proceed as described in Graduate School Memorandum No. 6 "Procedure for Consideration of a Proposal to Grant or Withdraw Authority for the Faculty in an Academic Organizational Unit of the University to Offer a Program Leading to the Degree of Master or Doctor."

Yours very sincerely,

Joseph L. McCarthy
Dean

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cc: President Charles E. Odegaard
Other University Officers